

**ADDENDUM NO. 2**

**AUG 15 2018**

**TO:** ALL PROSPECTIVE BIDDERS

**REFERENCE:** RFP2000002610

**FOR:** Integratable Learning Management System

**CLOSING DATE/TIME:** **September 10, 2018 @ 2:00 p.m.**

**RFP MODIFICATIONS:**

The referenced Request for Proposal is amended as follows:

1. Remove Exhibit 1, Definitions and replace with revised Exhibit 1 (attached);
2. Replace 7.1.2 "Account Management and Authentication" with "**Account and Course Management**"; and
3. Extend the deadline for questions to **August 22, 2018 at 4:00 p.m. Eastern Time.**

**RFP CLARIFICATIONS:**

The following are responses to questions received via e-mail and the pre-proposal conference held on July 31, 2018.

- Q1. There is a contract for a Learning Content Management System and Related Support and Service that FCPS currently has with Blackboard – Contract #: 4400001675 – is this the current contract that the RFP mentions on page 4? Also, would this contract be considered an incumbent contract? Or would this particular ILMS be a brand new requirement for FCPS?
- A1. Yes, our current Learning Management System is contract # 4400001675 with Blackboard. The current RFP will replace this contract as well as include additional services as stated in the RFP.
- Q2. I understand the contract is stated to be firm-fixed price. Has that price been determined at this point? Would the value be similar to the contract with Blackboard for a Learning Content Management System and Related Support and Service?
- A2. FCPS has not set a firm-fixed price budget for the services listed in the RFP. Please provide pricing with your Cost Proposal according to the requirements stated in the RFP.
- Q3. Please provide more information as to what you mean by gradebook "integration"?
- A3. FCPS wrote this requirement to be broad so as to allow vendors to propose innovative solutions, but for context on how we view things, Synergy's gradebook is the gradebook of record.

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Q4. What is the ideal roll out plan?

A4. Per RFP Appendix C, Pricing Summary, Year 1 pilot will approximate 10% of the population. FCPS will provide up-to-date projections prior to contract award.

Q5. What school year do you anticipate the pilot to begin?

A5. Currently we expect a pilot to begin in the 2019-2020 school year. Number of schools and levels are to be determined.

Q6. Are you interested in having the content in curriculum repository imported into the LOR?

A6. Yes.

Q7. In reference to requirement F92, which items are QTI?

A7. Per RFP, paragraph 2.6: 1.1. The Offeror must have a Solution that supports custom QTI for assessments and custom Dublin Core schema for LOR.

Q8. What textbooks are currently being used and are they currently integrated into LMS.

A8. Yes, we have several textbooks/basal resources that are accessed through our current LMS. All textbooks are listed publicly. Please refer to the following website for publishers:  
<https://www.fcps.edu/online-textbooks>.

Q9. Is FCPS capable of providing items in QTI format?

A9. All questions created in Curriculum Repository are exported in standardized XML readable format based on QTI.

Q10. Is it the intent of the District to replace current assessment system or supplement?

A10. Per RFP paragraph 1.14, assessment is one component of the solution that FCPS is looking for.

Q11. In reference to Structure learning objectives is there an alternative to Virginia standards in the way that tagging is addressed?

A11. Virginia's Standards of Learning is set out in a five- level format; Curriculum, Subject, Grade/Course, Standard, and Benchmark. Fairfax County's Program of Studies includes another level, called an Indicator, which subdivides the Benchmark. FCPS also aligns to some National Standards. Finally, FCPS is looking at the use of some areas, such as concepts and strands, that run across subjects.

Q12. Do you have a way of aligning Portrait of a Graduate (POG) standards?

A12. Yes.

Q13. Is there a preference for Cloud or on- premise solution?

A13. There is no preference and currently we have a mix of cloud and on-premise. Please refer to RFP, Technical Requirements T1.

Q14. Does FCPS use a standard framework for Privacy or Security?

A14. There is nothing formally adopted.

Q15. What are you asking vendors to provide in Appendices E and F?

A15. Please provide a link to your documentation that addresses your response.

Q16. What is your anticipated award date?

A16. We do not have an anticipated award date at this time.

Q17. We noticed that some of the provisions in the Special Provisions and General Terms and Conditions (Appendix A) relate to the delivery of goods and not a SaaS solution. Is FCPS willing to permit exceptions to terms for consideration? If so, should these exceptions be listed in Tab 11 - Exceptions to Specifications?

A17. Exceptions cannot be made to Appendix A, if a section does not apply then it will not be applicable.

Q18. How will you score cost proposals? For example, does the lowest cost vendor receive full marks and then other vendors are scored in relation to the lowest cost?

A18. Please refer to RFP, special provision paragraph 20.6- Proposal Evaluation Criteria.

Q19. Section 9.3 states that oral presentations are at the option of FCPS. If you do not hold oral presentations, can you clarify how that impacts the scoring of criteria? (Oral Presentation is set at 15% of evaluation).

A19. Oral presentations will be held with selected Offerors at the conclusion of Technical and Cost evaluations..

Q20. Will FCPS provide a directory of what's in the Data warehouse i.e., data elements to connect, and capability?

A20. No, with respect to the ILMS components, EDSL is identified as an out of scope component (ref. section 5.4 and 5.5.1). However, both Horizon and the flow of data from Horizon to EDSL, are within scope (ref. Section 5.4 and 5.5.2.1.g).

*As noted in Appendix F (ref. technical requirement T36), "the Solution must support the ability to exchange data with FCPS data systems. EDSL is one of the FCPS data systems involved in the current ILMS. Thus, bidder will describe the method by which assessment related data (e.g. student assessment results, teacher observations) and metadata (e.g. question stem, distractors, assessment traits, mappings of question-to-standard) will flow from the Solution to EDSL. Bidder will also describe the Solution's data elements that are available for inclusion in the data exchange between the Solution and EDSL"*

Thus, a description of the Solution's data exchange method and elements can be prepared without a directory of EDSL data elements.

Q21. Can you explain FCPS framework schema?

A21. The FCPS standards framework is built around a 5 level curriculum format.. The XML schema is used to export the 5 level framework to our LMS. FCPS XML documents are built around IMS schema and the FCPS framework has been extended using Dublin Core for guidance as needed. The successful bidder will be provided full access to these export files.

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All other terms and conditions remain unchanged.



Laila Sultan  
Coordinator, Office of Procurement Services

THIS ADDENDUM IS ACKNOWLEDGED AND IS CONSIDERED A PART OF THE SUBJECT  
INVITATION FOR BIDS.

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Name of Bidder

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Signature

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Date

RETURN A SIGNED ORIGINAL AND COPIES AS REQUESTED IN THE SOLICITATION.

Note: SIGNATURE ON THIS ADDENDUM DOES NOT SUBSTITUTE FOR YOUR SIGNATURE ON THE  
ORIGINAL BID DOCUMENT. THE ORIGINAL BID DOCUMENT MUST BE SIGNED.

## Exhibit 1 – Definitions

**Purposeful Assessment:** Provide teachers, students, and other stakeholders with evidence of growth in student content knowledge and Portrait of a Graduate attributes. Utilize a balanced assessment approach where students monitor their own growth and demonstrate their learning in a variety of ways.

- A K-12 experience with outcomes at 3rd, 5th, 8th, 10th, 12th
- An interdisciplinary, project-based experience
- A pathway to Portrait of a Graduate for ALL students
- A student-focused experience
- An opportunity for students to share and showcase their growth over time

**Authentic assessment:** An assessment where students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills, differentiated for each student.

**Adaptive learning,** defined by Arkansas State University's education department, is "a series of highly complex algorithms that draw on an enormous data set to process a series of decision trees that — outwardly, at least — present a finely tuned instructional methodology that more readily matches the student's ability to process and retain instructional material."

**Blended Learning Environment:** An instructional model that uses both face-to-face and online learning environments to give students more choice over the time, pace, path and place of their learning. Digital tools are used in conjunction with face to face strategies to give students greater interaction with other students, the teachers, and/or content.

**Competency Based Learning** – An instructional model characterized by the following:

- Students advance upon mastery of content;
- Explicit, measurable, transferable learning objectives;
- Meaningful assessment and positive learning experiences;
- Timely, differentiated support based on individual learning needs; and
- Learning outcomes emphasizing the application and creation of knowledge along with the development of important skills and dispositions.

**Concept-Based Curriculum:** Provide a rigorous curriculum that is aligned to enduring understandings and skills so that students move beyond a focus on facts and develop authentic connections to the world around them.

**Differentiated Learning:** The ability to adjust learning based upon student need.

**Digital Ecosystem:** consists of the instructional tools and systems that coexist and interact to impact how students learn, where students learn, and when students learn.

**Education Decision Support Library (EDSL):** Educational Decision Support Library (EDSL) is an enterprise-wide decision support system that provides a central location (data warehouse) for informed decision making. EDSL contains reports, analytics, and formative assessment data.

It has over 300 reports on such topics as Audits, DRA, AP, IB, Discipline, Enrollment and Marks, Formative Assessment Data, Membership, P/SAT, Special Education, Standard and SOL Tests, and VAAP. EDSL delivers this data with a user-friendly layout that is easy to navigate. EDSL was developed by FCPS.

**Family Connection:** Family Connection is a comprehensive, web-based resource accessed through FCPS 24-7 Learning (Blackboard). Family Connection supports students in creating their Student Learning Plan which is designed for students to develop post-secondary plans. Students find and track service learning opportunities through the use of x2VOL which is accessed through Family Connection.

**FCPS eCART:** The FCPS electronic Curriculum, Assessment, Resource Tool used to support the instructional model for nearly 190,000 student and thousands of educators within Fairfax County Public Schools. The tool connects the curriculum, assessments, and digital resources through an assessment engine, curriculum repository of digital assets and curriculum, and in the moment and longitudinal data.

**FCPS 24-7:** The FCPS brand name for our customized build of Blackboard.

**Federated Search:** An information retrieval technology that allows the simultaneous search of multiple searchable resources. A user makes a single query request which is distributed to the search engines, databases or other query engines participating in the federation. The federated search then aggregates the results that are received from the search engines for presentation to the user.

**Flipped Learning:** To instruct using a form of blended learning where the learner is provided a digital form of the basic content so that classroom time is replaced with inquiry based and constructivist pedagogical practices.

**Inquiry based learning:** Students construct their own meaning through inquiry-based learning experiences. Students engage in rigorous and relevant learning experiences that support the development of Portrait of a Graduate skills. Teachers facilitate students' investigation of open-ended questions.

**Interoperability:** Ability of systems to communicate efficiently, regardless of make or the institution where they reside.

**Learning Management System (LMS):** A learning management system is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

**Learner-Centered Environment:** Provide safe, supportive, and interconnected physical and virtual environments that ensure students have multiple pathways of learning.

**Learning Pathway:** a chosen route, among several available routes, taken by a learner that guides them in their learning by using a range of digital and analog activities. The pathway helps the learner build knowledge and understanding at their own pace and in a way that best fits their learning style

**FCPS Learning Model:** The FCPS Learning Model and Instructional Framework are designed to help teachers move towards current Best Practices in the essential domains, Learner-Centered Environment | Concept-Based Curriculum

**Learning Objective/Learning Outcome:** A learning objective or outcome is a statement of what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. These may be skills, standards, or concepts.

**Performance Based Assessment:** Projects or tasks that require students to use high-level thinking to perform, create, or produce something with authentic or real-world applications that are used to evaluate the students' learning.

**Personalization and Multiple Pathways of Learning:** Students design their own learning experiences based on their goals, strengths, needs, interests, and learning styles. Teachers differentiate instruction based on student need. Teachers personalize instruction using blended learning strategies. Teachers foster student voice and choice to support student growth in rigorous and relevant ways. Teachers act as facilitators to empower students to take ownership of their learning. Teachers design scaffolded learning experiences to provide multiple paths and opportunities for students to access content. Teachers and staff support self-efficacy in students by instructing with gradual release of responsibility and promoting a growth-mindset.

**Mastery:** The process where students work on content, skills, and POG attributes until they meet the prescribed outcomes as defined by the curriculum. Mastery learning may include the ability to revisit activities multiple times and in multiple ways. It may also include the idea that students can submit evidence of their learning from a variety of sources.

**Meaningful Learning Experiences:** Provide independent and collaborative learning opportunities that enable students to construct their own knowledge through inquiry and discovery. Engage students in higher level thinking rather than rote learning.

**Personalized learning** – (Virginia DOE) An educational approach which varies the learning objectives, instructional methods, content and assessment methods based on the needs of the student, with the involvement of the student in selecting content and educational objectives. FCPS Digital Ecosystem Version -- To customize the learning path and pace that each student follows based on his/her individual progress, motivations, needs, and goals. Technology is leveraged to enhance the self-directed nature of this type of learning.

**Portrait of a Graduate: (POG)** what are the skills necessary for success for all children in this rapidly changing, increasingly diverse, and interconnected world?

Communicator

- Applies effective reading skills to acquire knowledge and broaden perspectives.
- Employs active listening strategies to advance understanding.
- Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners.
- Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts.
- Uses technological skills and contemporary digital tools to explore and exchange ideas.

Collaborator

- Respects divergent thinking to engage others in thoughtful discussion.
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints.
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.

Ethical and Global Citizen

- Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues.
- Contributes to solutions that benefit the broader community.
- Communicates effectively in multiple languages to make meaningful connections.
- Promotes environmental stewardship.
- Understands the foundations of our country and values our rights, privileges, and responsibilities.
- Demonstrates empathy, compassion, and respect for others.
- Acts responsibly and ethically to build trust and lead.

Creative and Critical Thinker

- Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes.
- Uses information in novel and creative ways to strengthen comprehension and deepen awareness.
- Demonstrates divergent and ingenious thought to enhance the design-build process.
- Expresses thought, ideas, and emotions meaningfully through the arts.
- Evaluates ideas and information sources for validity, relevance, and impact.
- Reasons through and weighs evidence to reach conclusions.

Goal-Directed and Resilient Individual



- Engages in healthy and positive practices and relationships to promote overall physical and mental well-being.
- Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.
- Uses time and financial resources wisely to set goals, complete tasks, and manage projects.
- Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy.

**Project-based learning** – (Virginia Department of Education) An educational approach emphasizing creativity and critical thinking which uses broad, complex problems as a method for learning both content and skills. Projects are authentic and generally cross-curricular and require collaboration, either with peers or experts. More about [Project-Based Learning](#)

**Program of Studies (POS)** which is explicitly linked to the Virginia Standards of Learning (SOL)

**Technology Enhanced Items(TEI):** Tech enhanced questions (items) are assessment items delivered online where the technology allows for students to respond to, and for the automatic collection and scoring of, higher level thinking questions on ways that were previously only available on paper. These may include items such as graphing, clicking on hot spots, dragging and dropping items, running a simulation and then respond to questions, etc.

**Universal Design for Learning (UDL):** Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences. UDL ensures that all learners, no matter the need (i.e. low-sighted, limited-movement, color-blindness, etc.) can thrive within the environment by providing tools and flexibility, such as adjustable contrast, speech tools, and alternate entry keyboards.

**User centric Domain:** A domain or system that is designed around the student, as opposed to the teacher or course in which the student is involved.